

Year 1 Writing NC

NC Spelling	NC Handwriting	NC Writing - composition Write sentences by:	NC Writing - vocab, grammar, punctuation
words containing each of the 40+ phonemes already taught	sit correctly at a table, holding a pencil comfortably and correctly	saying out loud what they are going to write about	leaving spaces between words
common exception words the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our	begin to form lower-case letters in the correct direction, starting and finishing in the right place	composing a sentence orally before writing it	joining words and joining clauses using and
the days of the week	form capital letters	sequencing sentences to form short narratives	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ABC . ? !
letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound	form digits 0-9	re-reading what they have written to check that it makes sense	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	discuss what they have written with the teacher or other pupils	learning the grammar for year 1 in English Appendix 2: plural noun suffixes -s or -es Suffixes -ing , -ed , -er and -est Prefix -un
using the prefix un-		read aloud their writing clearly enough to be heard by their peers and the teacher	
using -ing , -ed , -er and -est where no change is needed in the spelling of root words			use the grammatical terminology in English Appendix 2 in discussing their writing
apply simple spelling rules and guidance: ll ss ff zz ck nk tch ve i=y ph wh syllables compound words	<p>Principles for writing a sentence to be used to lead into sentence writing and NC skills:</p> <p><u>Prior to sentence writing:</u></p> <p>*Hear and write individual phonemes *Hear and write phonemes in 3&4 letter words *Secure pencil grip</p>		
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	<p><u>Principles of 'recording a sentence':</u></p> <p>*A complete idea (orally) - know how many words are in your sentence</p> <p>*A complete idea (scribed), by:</p> <p>✓ Words in order - know how many words are in your sentence ✓ Word building using phonics/tricky word knowledge</p> <p>✓ Finger spaces between each word ✓ Mark the sentence boundaries with punctuation</p>		

Common exception words: **Phase 2 (10)** **Phase 3 (9)** **Phase 3/4 (10)** **Phase 5 (2)** Non phonic linked CEW (14) 45 words total

NC Appendix 2 – Year 1

NC Spelling vowel digraphs/trigraphs

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (i:/)		sea, dream, meat, each, read (present tense)
ea (ɛ/)		head, bread, meant, instead, read (past tense)
er (ɔ:/)		(stressed sound): her, term, verb, person
er (ə/)		(unstressed schwa sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/u:/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is you.	out, about, mouth, around, sound
ow (/əʊ/)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ow (/əʊ/)		lie, tie, pie, cried, tried, dried
ue		chief, field, thief
ew		high, night, light, bright, right
ie (/aɪ/)		for, short, born, horse, morning
ie (/i:/)		more, score, before, wore, shore
igh		saw, draw, yawn, crawl
or		author, August, dinosaur, astronaut
ore		air, fair, pair, hair, chair
aw		dear, hear, beard, near, year
au		bear, pear, wear
air		bare, dare, care, share, scared
ear		
ear (/ɛə/)		
are (/ɛə/)		